



Province of the
EASTERN CAPE
EDUCATION

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REPUBLIC OF SOUTH AFRICA

CHIEF DIRECTORATE – CURRICULUM MANAGEMENT

**GRADE 12 LEARNER SUPPORT
PROGRAMME**

**REVISION AND REMEDIAL TEACHING
INSTRUMENT:
ANSWERS**

SUBJECT: ENGLISH FIRST ADDITIONAL LANGUAGE – THIRD PAPER

June 2009

This document consists of 14 pages.

Strictly not for test/examination purposes

SECTION A

- Candidates are expected to write ONE of the essays.
- Marking must be objective. Consider the background of the candidate and credit relevant ideas even if they do not agree with your own.
- Use the 50-mark assessment rubric to mark the essays.
- When the essay is too long, markers are expected to mark the whole essay.
There will be no specific penalty, as candidates will be penalised for repetition and lack of planning. Markers should indicate at the bottom: "Essay is too long."
- When an essay is short, the grid can be used to penalise it. Indicate at the bottom: "Essay is too short."

QUESTION 1**1.1 We live in a society in which our cultural traditions are being destroyed.**

Argumentative/discursive.

Must be written in the 1st person.

Must refer to specific traditions which are being destroyed, how they are being destroyed and the effects thereof.

May include/suggest how to reverse negative effects of any.

-1 if no title provided.

[50]

1.2 South Africans often speak of *ubuntu* (tolerance, sensitivity and respect for others), but it is seldom seen being put into practice.

Argumentative/discursive.

Can agree or disagree or discuss.

Must provide examples.

Can provide suggestions on how to implement *ubuntu* for the benefit of society.

Accept any convincing arguments.

-1 if no title provided.

[50]

1.3 Mxit – Friend or Foe?

Argumentative/discursive.

Can state advantages and disadvantages or either.

Position/opinion must be clear.

[50]

1.4 Feelings/opinions about what it means to be a young adult South African in post-apartheid South Africa

Reflective.

Must be 1st person.

A variety of opinions can be considered.

Should be from point of view of a young adult.

-1 if no title provided.

[50]

1.5 Write an essay in which you discuss whether the institution of marriage is still relevant in the 21st century ...

Discursive/argumentative.

Position/opinion must be clear.

-1 if no title.

[50]

1.6 My first attempt at ...

Descriptive/narrative.

Must be clear what the first attempt entails.

Can be humorous/disastrous/successful/exciting/frightening ...

[50]

1.7 Parent-teenager relationships

Expository/discursive.

Must discuss/explain the problem areas.

Must give advice on specific relationship problem-areas/issues that cause misunderstandings between parents and teenagers.

-1 if no title.

[50]

SECTION B

- Candidates are required to answer ONE question.
- Mark according to the approved Umalusi grid out of 30 marks.
- In transactional writing tone, register, style and structure are as important as language and content.
- Individual requirements are dictated in each question below.

QUESTION 2**2.1 Dialogue**

- Dialogue must be convincing.
- Must be clear from conversation that siblings have not seen each other for a number of years.
- Consider the following aspects of format and deduct half a mark per error (up to a maximum of -2) for each of the following:
 - If not in play form
 - Use of inverted commas
 - No line left open between each speaker
 - No names, e.g. "Me" / "brother/sister"
- No colon after the name of the speaker.

[30]**2.2 Informal letter to a celebrity**

- Must congratulate celebrity on award.
- Must mention what he/she admires about celebrity.
- Must state how celebrity has influenced him/her.
- Consider the following aspects of format and deduct half a mark per error (up to a maximum of -2) for each of the following:
 - Sender's address
 - Greeting/salutation
 - Paragraphing
 - Suitable ending, e.g. "Yours sincerely"
 - Name and surname of the writer.

[30]**2.3 School magazine article**

- Article must have a heading.
- Must provide suggestions for settling arguments without resorting to violence.
- Tone and register should be factual and formal.

[30]

SECTION C

- ❖ Candidates are required to answer ONE question.
- ❖ Use the 20-mark assessment rubric to assess the responses.

QUESTION 3**3.1 Flyer**

Must include information on:
type, name of product;
contact details;
slogan for peers;
accept any other relevant information
Award creativity.

[20]**3.2 Diary entry**

Day, date must appear at the top of the diary entry.
Must reflect personal feelings/emotions pertaining to the loss of a friend.
Accept colloquial/informal/shorthand style.

[20]**3.3 Instructions**

Type of recipe must appear at the top.
Must have a list of ingredients.
Instructions must be numbered.
Instructions must be clear and concise.

[20]

RUBRICS FOR FIRST ADDITIONAL LANGUAGE RUBRICS FOR WRITING

	Outstanding	Meritorious	Substantial	Adequate	Moderate	Elementary	Not achieved
ENGLISH FIRST ADDITIONAL LANGUAGE	- Language, punctuation effectively used. Uses figurative language appropriately. - Choice of words highly appropriate. - Sentences, paragraphs coherently constructed. - Style, tone, register highly suited to topic. - Text virtually error-free following proof-reading, editing. - Length in accordance with requirements of topic.	- Language, punctuation correct, and able to include figurative language correctly. - Choice of words varied and correctly used. - Sentences, paragraphs logical, varied. - Style, tone, register appropriately suited to topic. - Text largely error-free following proof-reading, editing. - Length correct.	- Language and punctuation mostly correct. - Choice of words suited to text. - Sentences, paragraphs well constructed. - Style, tone, register suited to topic in most of the essay. - Text by and large error-free following proof-reading, editing. - Length correct.	- Language simplistic, punctuation adequate. - Choice of words adequate. - Sentences, paragraphs might be faulty in places but essay still makes sense. - Style, tone, register generally consistent with topic requirements. - Text still contains errors following proof-reading, editing. - Length correct.	- Language ordinary and punctuation often inaccurately used. - Choice of words basic. - Sentences, paragraphs faulty but ideas can be understood. - Style, tone, and register lacking in coherence. - Text contains several errors following proof-reading, editing. - Length - too long/short.	- Language and punctuation flawed. - Choice of words limited. - Sentences, paragraphs constructed at an elementary level. - Style, tone, register flawed in all aspects. - Text error-ridden and confused following proof-reading, editing. - Length - far too long/short.	- Language and punctuation seriously flawed. - Choice of words inappropriate. - Sentences, paragraphs muddled, inconsistent. - Style, tone, register flawed in all aspects. - Text error-ridden and confused following proof-reading, editing. - Length - far too long/short.
	NSC						
SECTION A: ESSAY 50 MARKS							

<i>CONTENT</i>		Code 7: 80 -100%	Code 6: 70 - 79%	Code 5: 60 - 69%	Code 4: 50 - 59%	Code 3: 40 - 49%	Code 2: 30 - 39%	Code 1: 00 - 29%
<u>Outstanding - A</u> - Content shows impressive insight into topic. - Ideas: thought-provoking, mature. - Coherent development of topic. Vivid detail. - Critical awareness of impact of language. - Evidence of planning and/or drafting has produced virtually flawless, presentable essay.	Code 7: 80-100%	40 - 50	38 - 42	35 - 39				
<u>Meritorious - B</u> - Content shows thorough interpretation of topic. - Ideas: imaginative, interesting. - Logical development of details. Coherent. - Critical awareness of impact of language. - Evidence of planning and/or drafting has produced a well crafted, presentable essay.	Code 6: 70-79%	38 - 42	35 - 39	33 - 37	30 - 34			

<u>Substantial - C</u> - Content shows a sound interpretation of topic. - Ideas: interesting, convincing. - Several relevant details developed. - Critical awareness of language evident. - Evidence of planning and/or drafting has produced a presentable and very good essay.	Code 5: 60-69%	35 - 39	33 - 37	30 - 34	28 - 32	25 - 29		
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<u>Adequate D</u> - Content: an adequate Interpretation of topic. - Ideas: ordinary, lacking depth. - Some points, necessary details developed. - Some awareness of impact of language. - Evidence of planning and/or drafting has produced a satisfactorily presented essay.	Code 4: 50-59%		30 - 34	28 - 32	25 - 29	23 - 27	20 - 24	
<u>Moderate E</u> - Content: ordinary. Gaps in coherence. - Ideas: mostly relevant. Repetitive. - Some necessary points evident. - Limited critical language awareness. - Evidence of planning and/or drafting that has produced a moderately presentable and coherent essay.	Code 3: 40-49%			25 - 29	23 - 27	20 - 24	18 - 22	15 - 19

<u>Elementary F</u> - Content not always clear, lacks coherence. - Ideas: few ideas, often repetitive. - Sometimes off topic. - General line of thought difficult to follow. - Inadequate evidence of planning/ drafting.	Code 2: 30-39%				20 - 24	18 - 22	15 - 19	03 - 17
<u>Essay not well presented. Not Achieved G</u> - Content irrelevant. No coherence. - Ideas: repetitive, off topic. - Non-existent planning/drafting. Poorly presented essay.	Code 1: 00-29%					15 - 19	03 - 17	00 - 14

	Outstanding	Meritorious	Substantial	Adequate	Moderate	Elementary	Not achieved
ENGLISH FIRST ADDITIONAL LANGUAGE RUBRIC NSC SECTION B: LONGER TRANSACTIONAL TEXTS 30 MARKS AND SECTION C: SHORTER TRANSACTIONAL TEXTS REFERENCE / INFORMATIONAL/VISUAL AND MULTI-MEDIA-TEXTS 20 MARKS	- Has applied all the necessary rules of format. - Text is grammatically accurate and well constructed. - Vocabulary is very appropriate to purpose, audience and context. - Style, tone, register very appropriate. - Text virtually error-free following proof-reading, editing. - Length correct.	- Has applied the necessary rules of format. - Text is well constructed and accurate. - Vocabulary is mostly appropriate to purpose, audience and context. - Style, tone and register mostly appropriate. - Text largely error-free following proof-reading, editing. - Length correct.	- Has applied most of the necessary rules of format. - Text is well constructed and easy to read. - Vocabulary is appropriate to purpose, audience and context. - Style, tone and register generally appropriate. - Text mostly error-free following proof-reading, editing. - Length correct.	- Has applied an adequate idea of the requirements of format. - Text is adequately constructed. - Errors do not impede now. - Vocabulary is adequate for the purpose, audience and context. - Style, tone and register adequately appropriate. - Text still contains few errors following proof-reading, editing. - Length correct.	- Has a moderate idea of the requirements of format - some critical oversights. - Text is basically constructed. - Several errors. - Vocabulary is limited and not very suitable for the purpose, audience and context. - Lapses in style, tone and register. - Text contains several errors following proof-reading, editing. - Length - too long/ short.	- Has vaguely applied the necessary rules of format. - Text is poorly constructed and difficult to follow. - Vocabulary requires remediation and not suitable for purpose, audience and context. - Style, tone and register inappropriate. - Text error-ridden despite proof-reading, editing. - Length - far too long/ short.	- Has not applied the necessary rules of format. - Text is poorly constructed and muddled. - Vocabulary requires serious remediation and not suitable for purpose. - Style, register and tone do not correspond with topic. - Text error-ridden and confused following proof-reading, editing. - Length - far too long/ short.

LANGUAGE

CONTENT	Code 7: 80 - 100%	Code 6: 70 - 79%	Code 5: 60 - 69%	Code 4: 50 - 59%	Code 3: 40 - 49%	Code 2: 30 - 39%	Code 1: 00 - 29%
<u>Outstanding</u> - Specialized knowledge of requirements of the text. - Disciplined writing - learner maintains thorough focus, no digressions. - Text fully coherent in content and ideas, and all details support the topic. - Evidence of planning and/or drafting has produced a virtually flawless, presentable text.	24 - 30	23 - 25	21 - 23				
	16 - 20	16	14 - 16				
<u>Meritorious</u> - Good knowledge of requirements of the text. - Disciplined writing - learner maintains focus, hardly any digressions. - Text is coherent in content and ideas, with all details supporting the topic. - Evidence of planning and/or drafting has produced a well crafted, presentable text.	23 - 25	21 - 23	20 - 22	18 - 20			
	16	14 - 16	14	12 - 14			
<u>Substantial</u> - Fair knowledge of requirements of the text. - Writing - learner maintains focus with minor digressions. - Text is coherent in content and ideas, and details support the topic. - Evidence of planning and/or drafting has produced a presentable and good text.	21 - 23	20 - 22	18 - 20	17 - 19	15 - 17		
	14 - 16	14	12 - 14	12	10 - 12		
	Code 7: 80-100%						
	Code 6: 70-79%						
	Code 5: 60-69%						

<u>Adequate</u> - Adequate knowledge of requirements of the text. - Writing - learner digresses from topic but does not impede overall meaning. - Text adequately coherent in content and ideas and some details support the topic. - Evidence of planning and/or drafting has produced a satisfactorily presented text.	Code 4: 50-59%		18 - 20	17 - 19	15 - 17	14 - 16	12 - 14	
			12 - 14	12	10 - 12	10	08 - 10	
<u>Moderate</u> - Moderate knowledge of requirements of the text. - Response to writing task reveals a narrow focus. - Writing - learner digresses, meaning is vague in places. - Text moderately coherent in content and ideas and has basic details which support the topic. - Evidence of planning and/or drafting that has produced a moderately presentable and coherent text.	Code 3: 40-49%			15 - 17	14 - 16	12 - 14	11 - 13	09 - 11
				10 - 12	10	08 - 10	08	06 - 08
<u>Elementary</u> - Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus. - Writing - learner digresses, meaning is obscure in places. - Text not always coherent in content and ideas and has few details which support the topic. - Planning/drafting inadequate. Text not well presented.	Code 2: 30-39%				12 - 14	11 - 13	09 - 11	02 - 10
					08 - 10	08	06 - 08	02 - 06

<u>Not achieved</u> - No knowledge of requirements of the text. - Writing - learner digresses, meaning is obscure in places. - Text not coherent in content and ideas and too few details to support the topic. - Planning and drafting non-existent. Poorly presented text.	Code 1: 00-29%					
					09 - 11	01 - 03
					06 - 08	02 - 04
						00 - 08
						00 - 02